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## Teaching Statement

Teaching has been an important part of my graduate experience, and I have had multiple teaching opportunities throughout my doctoral studies. I have served as a Teaching Assistant (T.A.) at various levels, from introductory undergraduate courses to advanced graduate classes designed for future Ph.D. candidates. My responsibilities have included leading weekly exercise sessions, preparing course materials such as problem sets and exams, grading written assignments, and holding office hours to support students.

At Aix-Marseille University in Marseille, I worked as a T.A. for one year. I assisted with the first-year undergraduate course Mathematics I (taught by Prof. Maxime Gilly, 2023) and the second-year undergraduate course Mathematics III (taught by Prof. Pierre Michel, 2023). Additionally, I have experience as a T.A. for Econometrics I (taught by Prof. Stephen Bazen, 2023), which was a third-year undergraduate course. The most rewarding aspect of this experience has been realizing that I can influence how young economists understand and approach various economic concepts and phenomena. To achieve this, I learned how to simplify complex ideas, making them accessible and comprehensible to students at all levels.

At the graduate level, I worked as a T.A. at the Kyiv School of Economics in Kyiv. I assisted in teaching the advanced first-year graduate courses Microeconomics I and II (taught by Prof. Olga Kupets, 2018). These courses were mathematically intensive and involved routinely solving numerous complex, calculation-heavy exercises.

I am prepared to teach a range of courses based on the needs of your department. For graduate students, I am enthusiastic about teaching core courses within the Macroeconomics sequence, as well as elective courses that align closely with my research interests. Potential electives could include computational methods or focus on topics such as consumption, investment, and search theory.

I believe that teaching is an integral part of academic life, complementing research and serving as both an opportunity and a privilege. It allows me to equip students with essential research skills and to foster critical thinking, contributing to their success across various fields.

I am convinced that a high-quality course should go beyond merely presenting facts; it should also provide students with hands-on experience with data and models. To achieve this, I strive to integrate data analysis and computational tools into the course whenever

possible. My goal is to make these methods as accessible as possible, and, where feasible, to present both analytical and computational approaches to the same problem.

In my teaching approach, I emphasize the value of collaborative learning, recognizing that students often benefit significantly from sharing perspectives and insights with one another. I believe that collaborative work not only deepens students' understanding of the material but also cultivates essential soft skills, such as effective teamwork and communication.